

IMPLEMENTATION OF A DIFFERENTIATED APPROACH TO STUDENTS OF A TECHNICAL UNIVERSITY IN THE PROCESS OF TEACHING THE RUSSIAN LANGUAGE

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ABSTRACT

The quality of students' education depends largely on the level of their lexical skills. This article discusses the reasons for the difference in the degree of foreign language proficiency of students at the technical university. The aim is to determine the importance of a differentiated approach in the process of vocabulary learning and consider organizational methods of the discussed approach.

Keywords: *lexical, learning, differentiated approach, students, foreign language, teaching, communicative, competence, mastering, a foreign language, vocabulary, technical university.*

1. INTRODUCTION

The years of independence and sovereignty of the Republic of Uzbekistan made it possible to implement the most daring, truly revolutionary transformations in the country's higher education system. Based on the idea of priority attention to the problem of teaching languages as the most important means of becoming a highly qualified specialist, the problem of teaching languages in the country is given priority.

Traditionally, level-based teaching is understood as "such an organization of the educational process, in which each student has the opportunity to master the educational material in individual subjects of the program at different levels" [1, p. 6].

In essence, this is a real reform, since it required a significant restructuring in the organization of the educational process. First of all, it is required to form a new thinking, a new look at language training among teachers of language disciplines and the students themselves. Secondly, it is necessary to develop a concept of level teaching of languages within the framework of university training for bachelors. Thirdly, and this is the most laborious thing - to provide educational and methodological support for the academic discipline, the Russian language.

Let's consider innovative pedagogical technologies in relation to such an academic discipline as Russian for non-Russians. The enormous scope and scale of Russian linguodidactic science during the years of Soviet power made it possible to create a harmonious, scientifically grounded system of teaching the Russian language in the national school. In the new socio-cultural conditions, the course of practical Russian has undoubtedly undergone changes, expressed by a certain weakening of interest in the Russian language and the motivation for studying it.

These factors objectively lead to the fact that today there is an acute problem of the effectiveness of the process of teaching the Russian language. The reduction in hours for discipline and a very low level of motivation of students results in increased requirements for the quality of teaching, the need to use more effective innovative pedagogical technologies, revision of methodological strategies, tactics, priorities. So, at the present stage of development of a polyethnic, multicultural Uzbek society, the Russian language course at a technical university for persons who graduated from school with a non-Russian language of instruction performs a general educational function, being a means of obtaining scientific information in Russian.

The modern social and sociocultural situation makes serious adjustments to the process of professional training of a specialist at a university. The task of the teacher in teaching the Russian language and the culture of speech is to develop the types of speech activity as required by the natural conditions of speech improvement. The most effective learning technologies should be considered those

that are aimed at increasing the emotional and motivated attitude of students to their future profession.

Questions of speech interaction are always relevant, since the word is at the center of human activity and therefore is the main means of enriching the culture of relations between people. The culture of speech is a wide phenomenon, it includes all types of speech activity. Practice shows that most of the students of non-philological universities have an insufficiently high level of speech development. However, in modern conditions it is necessary for the future specialist to be competitive in the labor market.

The development of linguistic creativity is an integral part of human development as a whole. The communicative development of students is given special importance, since it is quite rightly seen as the guarantee of the successful formation of a socially active personality. However, in real practice, the student still remains the executor of the instructor's instructions, educational activity does not encourage him to creative realization and self-development. The success of the formation of skills and communication skills depends not only on knowledge and exercises, but also on the communication abilities and attitudes of a particular person. They are expressed in the speed of mastering communication techniques.

The defining features of the formed linguistic personality are: attention to the quality of modern speech; compliance with language norms; improving their own communication skills; clarity of positions in relation to the native language; awareness of the value of language as a special culture.

This determines the setting of a specific goal:

- the formation of communicative competence in future specialists, the ability to solve communicative tasks in everyday educational, household, social spheres by speech means of the Russian language.

This means that at the end of the course, the student must:

- to understand spoken and written speech,
- extract information from scientific and educational, popular science and scientific texts,
- freely communicate on a given topic, express your opinion,
- be able to draw up business papers of a personal nature, different types of plans, as well as abstracts, notes and other reproductive genres of scientific speech.

The Russian language course should be structured in such a way as to contribute to the development of students' conscious attitude to linguistic phenomena, the development of the ability to independently analyze them and use them in speech, which is facilitated by the skills of transformation, compression, selection of synonyms (lexical and grammatical).

Taking into account the typical difficulties of mastering Russian as a non-native language, the interference of the native language is reflected in the strengthening of preventive work on:

- agreement in gender, number and case of adjectives and other parts of speech and forms that change according to the adjective type of declension;
- species-tense forms of the verb;
- pronunciation of specific sounds and sound combinations, moving stress and intonation of interrogative sentences without interrogative words;
- the structure of the proposal, including the complex (complex and non-union).

2. METHODS

The most effective solution to the set tasks allows a differentiated approach to teaching, since it is this approach that allows taking into account the characteristics of individual groups of students, carrying out a progressive process of mastering the material, leading to qualitative and quantitative changes in the level of knowledge in the Russian language and culture of speech, the development of communication skills and abilities, the development of cognitive sphere in general. Speech development ensures the assimilation of intellectual, moral, aesthetic experience, and more broadly, spiritual, cultural experience, and this process can only be individual and in pace, and in depth, and in motivation.

When organizing a differentiated approach to teaching, one should be guided by the following principles: a comprehensive study of the student's educational activities and taking into account

professionally significant personality traits; correction of an inadequate style of educational activity and a negative attitude towards the Russian language and the culture of speech as an academic subject.

When teaching the Russian language and the culture of speech in higher education, it is necessary to take into account such individual characteristics as the initially different level of speech culture of students, the richness of the vocabulary. In addition, it is necessary to take into account the peculiarities of the psychophysiological nature, namely, the peculiarities of memory and attention, the individual rate of mastering the language material, the specifics of the development of motor qualities. To implement a communicative approach in the process of teaching the Russian language, it is necessary to take into account such individual characteristics of students as the level of development of the ability to perceive the text by ear, the ability to transform the text, the ability to divide the oral and written text into semantic parts, and the like. Another factor that should be taken into account when organizing differentiated education is the degree of student's interest in improving his own language culture, as well as the depth of awareness of the need to develop speech.

The differentiated approach is designed to reveal the individuality of students and help the teacher in selecting the most favorable conditions for the development of personality through the proposed forms of education. And since the success and results of students directly depend on their mental abilities, natural data, interests, etc., it can be stated that differentiation is the most effective way to organize training, taking into account the typological, individual psychological characteristics of students.

Studies of students' learning activities, their individual styles of activity, as well as real learning opportunities allow us to say that a differentiated approach is acquiring the status of the most important trend in foreign language education, and is aimed at serving as a prerequisite for self-education of students and the most effective way to optimize the educational process [3; 9; 10].

It should be noted that the differentiation of the educational process can be implemented in three directions: differentiation of students, differentiation of language material, differentiation of methods, techniques, forms and means of teaching [5; 6].

- Differentiation of students involves the division of students into homogeneous groups and is aimed at satisfying cognitive needs, taking into account the individual preparedness of students [3].

- Differentiation of language material is carried out in order to help "weak" students to allocate additional time for practice, and strong - to complicate the material [6]. Differentiation of language material involves the selection of material for each specific group of students, taking into account their level of language acquisition, abilities and needs.

-Differentiation at the level of organizational methods and forms of learning is based on the choice of suitable educational technologies (video, business game with elements of educational and professional activities, discussion, educational speech situation, pedagogical cooperation, a situation of success, creative activity (project), self-control, introspection, self-realization etc.) [7;9].

There is one more differentiation in the Russian language teaching system - according to the students' native language (teaching phonetic, grammatical and lexical skills). Speakers of the Anglo-Germanic and Romance groups will have some problems, speakers of Slavic languages - others, and speakers of Asian - still others. In eastern languages there is no stress, in western languages there is no sound [Ы].

3. RESULTS

Applying a differentiated approach to teaching Russian to foreign students, it must be remembered that in modern methods language is not considered only as a system, but is primarily a means of communication and communication. When teaching vocabulary and grammar at the initial stage, it is necessary to take into account the individual cognitive characteristics of learners, anticipate possible difficulties in memorization [8] and gradually train the studied constructions and collocations in practice in speech. In order to gradually form the language competence of students studying Russian as a non-native language, grammatical material must be presented in unity with the corresponding lexical material and text that demonstrates the lexical and grammatical material being presented [4].

When selecting lexical and grammatical material, it is important to take into account the timeliness of the material, that is, its introduction should be carried out when there is a communicative need for it. For example, when studying the case system of the Russian language, you should not enter all the cases at once; it will be advisable to dwell on one and progressively introduce and work out each meaning of a particular case, while selecting the methods and techniques necessary for each specific group of students. Thus, the principle of progress will be respected. Another important criterion for the selection of material should be the cyclical nature of its distribution at the stages of training. For example, when studying the instrumental case, the most frequent values are first entered and only then, the least frequent ones.

4. CONCLUSION

Undoubtedly, a differentiated approach, as an important trend in foreign language education, is aimed at optimizing the learning process. The need for differentiation arises when students have different data and abilities to master a foreign language, which is especially important in teaching Russian. The use of a differentiated approach in teaching will reveal the characteristics of each student, increase the efficiency of the educational process, remove the "language barrier" and motivate students

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